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ABSTRACT

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This information packet provides an overview of one of the best practices models: The Executive Internship Program in Florida. In 1974, the Executive High School Internship (EIP) model was introduced in Pinellas County. It is affiliated with Executive High School Internships of America, a national organization of experiential education programs and coordinators. More than 2,000 highly motivated, academically talented EIP seniors have spent 10-15 hours a week with professionals to learn leadership, creative thinking, and other skills in fields such as medicine, law, visual arts, communications, state/local government, business, and the social services. Students receive high school elective and junior college credits. Executive Internship Coordinators are certified teachers who work closely with businesses to maintain connections among students, schools, and partnership agencies, and monitor student interns. School- and work-based learning is integrated through biweekly seminars, journals, and projects addressing leadership development and presentation skills. The information packet includes a program description and a program brochure. (CR)

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EC 308138

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches

The National School-to-Work Office has been collaborating with the National Association for Gifted Children, The Council for Exceptional Children, The Association for the Gifted, and the Council of State Directors of Programs for the Gifted on a national effort to identify exemplary Gifted Education/School-to-Work (STW) models. Our purpose has been to forge new relationships between the STW and gifted education communities around common and critical goals: teaching rigorous and relevant academic skills, identifying and developing talent, and guiding career development. We believe sharing these practices will expand learning opportunities for all learners by building an even richer and more inclusive STW system, and by "raising the bar" on learning and teaching for all students.

We use the term "gifted and talented," which is broader than "academically talented" (used in the School-to-Work Opportunities Act), because state definitions of giftedness mostly use some variation of the current federal definition, which is (1988 Jacob K. Javits Gifted and Talented Students Education Act):

> *Children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.*

Last year, letters were sent to state-level STW and gifted education directors and association leaders to help identify gifted education models that also exemplify STW. Submissions were also requested on all gifted education Listservs. We received 23 competitive submissions.

A technical review process was used to ensure that all submissions were thoroughly and impartially evaluated. An outside review panel was assembled which comprised experts in gifted education and STW. Their experience included state gifted education and STW leadership, local STW program evaluation, and post-secondary gifted education research. All submissions were evaluated according to criteria consistent with guidelines made available to all applicants.

Five **Best Practices** and six **Unique Approaches** were selected by the panel. The designation "Best Gifted Education/STW Practice" signifies excellent progress in implementing a comprehensive STW system that challenges high achieving/gifted and talented students. The designation "Unique Gifted Education/STW Approach" recognizes a unique program element. Unique Approaches did not present all key components of a comprehensive STW system (school-based, work-based, and connecting activities), or provide sufficient information about how gifted and talented students are served.

Programs evaluated as very strong:

- specifically serve gifted and talented students;

• demonstrate a school-based learning component that supports and builds on a work-based learning component, and provide students with high level academic and technical skills and opportunities for career exploration and guidance;

• demonstrate a work-based learning component connected to academic classroom learning, and prepare students for the diverse skills needed in today's high-performance workplaces;

• present connecting activities that build and maintain linkages between students, educators, the workplace, parents, and others in the community;

• provide evidence about effectiveness, including indicators that it could be replicated in diverse settings throughout the country; and

• address identified priorities such as strategies to: improve math and science achievement, serve gifted students in rural and urban areas, enhance middle school achievement, and promote linkages with institutions of higher learning.

The following is a brief description of one of the five **Best Practices** selected:

EXECUTIVE INTERNSHIP PROGRAM (FLORIDA): In 1974, the Executive High School Internship (EIP) model was introduced in Pinellas County. It is affiliated with Executive High School Internships of America (EHSIA), a national organization of experiential education programs and coordinators. Over 2,000 highly motivated, academically talented EIP seniors have spent 10-15 hours a week with professionals to learn leadership, creative thinking, and other skills in fields such as medicine, law, visual arts, communications, state/local government, business, and the social services. Students receive high school elective and junior college credits.

Executive Internship Coordinators are certified teachers who work closely with businesses to maintain connections among students, schools, and partnership agencies, and monitor student interns. School- and work-based learning are integrated through bi-weekly seminars, journals, and projects addressing leadership development and presentation skills. KeyPals is a distance learning/ mentoring component involving rural middle school students. Implementation materials may be purchased.

CONTACT INFORMATION

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Ms. Diane Lops, EIP Coordinator, (813) 588-6442.

Ms. Sandra Irvin, EIP Coordinator, (813) 588-6082.

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May 14, 1998

Lorraine Kleinwaks
National School-to-Work Office
400 Virginia Avenue, SW
Suite 210
Washington, DC 20024

Dear Lorraine,

Enclosed please find the program model submission for Pinellas County Schools, Florida, Executive Internship Program to the Gifted Education/School-to-Work Symposium Project. I hope that our program will be considered as a model for this project as ours is one that has successfully served students for close to 25 years.

Information in this packet includes copyrighted material (created by Dr. Black); therefore, any duplication must be done with the permission of the author. Please contact me at (813) 588-6208 if additional materials or clarification are required for consideration as a model for this project.

We are happy to submit our program model to your project, and the Executive Internship Program coordinators look forward to hearing from you in the near future.

Respectfully,

Mary C. Black

Dr. Mary C. Black
Program Coordinator
Executive Internship Program

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The Executive Internship Program

PROGRAM DESCRIPTION

The Executive Internship Program (EIP) is an elective dual-credit program which enables high school seniors with a cumulative grade point average of 3.0 or better to experience professional settings in the business community during the regular school day. Students participate in unpaid internships either during the summer before their senior year and/or up to two semesters throughout their senior year. The Executive Internship Program offers three elective credits from St. Petersburg Junior College for each semester of participation. In accordance with Florida Department of Education guidelines, students may receive a total of three high school elective credits through participation in the program. In 1998, the Executive Internship Program was identified by the national School-To-Work Office as one of five Best Practices Programs that challenge and meet the needs of high achieving/gifted and talented students.

To participate, eligible students must apply during the spring semester of their junior year.

To find out more about the EIP, or to contact one of the program coordinators, interested students should contact their guidance counselor or assistant principal.

FACILITIES

The Executive Internship Program is a county-wide program serving all high schools. The coordinators are centrally located at the School Board Administration Building, which allows them to be readily available to students, school personnel, community sponsors and parents. Seminars are held on one or more campuses of St. Petersburg Junior College. Students must provide their own transportation to the seminars and to the internship site.

BENEFITS AND KEY FEATURES

- Professional experience in specific career fields
- Professional mentoring
- Opportunities for networking in professional environments and fields
- Hands-on learning
- Career and Life Planning seminars (3 credits)
- Leadership Development seminars (3 credits)
- College Success Skills seminars (3 credits)
- Ability to make educated decisions regarding higher education and career goals

CURRICULUM

The Executive Internship Program offers high school elective credit for internships and dual-credit for the Career and Life Planning, Leadership Development and the College Success Skills seminars. Students are afforded the opportunity to explore career fields as well as the junior college community, which enables them to make more educated decisions about their futures.

STUDENT SELECTION

Invitations to attend either of two evening information forums held on designated high school campuses in the district are mailed to eligible students (those having a cumulative GPA of 3.0 or above) and their parents early in the second semester of the junior year. At the information forums, program coordinators and current EIP students discuss the program and answer related questions about the program.

APPLICATION PROCESS

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Applications are distributed at the spring information meetings and are also available in high school guidance departments. Students must apply for any and all terms by the spring deadline, which is usually within two to three weeks of the last public meeting. EIP applications must be completed and returned to guidance counselors for forwarding to the Executive Internship Office. Students will be notified by mail of acceptance or denial, and if accepted, will be scheduled for interviews with the coordinators. Final acceptance is contingent upon successful student/sponsor interviews and placement.

8.18.2000

Magnet and Fundamental Programs
Schools & Students
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Pinellas County, Florida

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Fax: (813) 588-6202

Department: Magnet and Fundamental Programs

Program Criteria: elective credit, junior/community college dual-credit, part-time, one or two semesters and/or summer, seniors, unpaid

Recruiting: school-based information assemblies for qualifying juniors

Selecting Students: seniors, application, teacher and guidance counselor recommendations, parent permission, minimum 3.0 grade point average, excellent attendance, transportation, interview

Interviewing Students: individual interviews with coordinator(s) at home school, interviews with sponsor

Placing Students: match student interests with sponsor capabilities

Timeline: 18-week semester, 3 grading periods

Monitoring Students: 2-hour bi-weekly seminars, two site visits per semester with sponsor, one site visit per semester with student, daily student logs, individual conferences

Evaluating Students: sponsor evaluation, seminar activities and participation, project presentations, peer evaluations

Program Evaluation: interns, sponsors, parents

Seminar Structure: 2-1/2 hour bi-weekly afternoon seminars, coordinator-directed activities, student-directed activities.

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EXECUTIVE INTERNSHIP PROGRAM

The Executive Internship Program offers academically talented students professional experiences in a community setting. Geared to developing management skills and refining career preparation goals, this program provides the opportunity for carefully selected secondary students to intern with community leaders. Through involvement in actual problem solving, students apply advanced academic skills and define goals for further study. It is offered as a dual enrollment course through a cooperative agreement between Pinellas County Schools and St. Petersburg Junior College. Executive Internship Coordinators, who are certified teachers, serve as liaisons between students, schools, and agencies involved; both high school and junior college credit are earned for the course.

The course credit which is awarded for this experience recognizes the importance of school and community partnerships in developing dedicated professionals and effective leaders. By extending career development beyond selecting appropriate professions and defining long-term goals, students actively work with personnel in a variety of professional fields, such as medicine, law, communications, government, business, and social services. Interns attend important meetings, prepare reports, analyze data, make public presentations, and recommend courses of action. Unlike a work study experience where students are paid for work in entry level positions, the Executive Internship Program pairs students with professionals who model leadership skills. In addition to determining their aptitude for a specific profession, students are encouraged to aspire to leadership roles and to explore career options within the field.

Colleges and universities find that professional goals of Executive Internship graduates have been tested through experience and students have become effective self-directed learners. They are recognized as excellent candidates for the high expectations of colleges and universities and are often awarded scholarships or admitted to target programs as a direct result of their manifested commitment to the career and to personal and professional excellence. Sponsors who have participated in the Executive Internship Program see internship students as having well- focused goals, interest in the field, and practical ability in problem solving. Similar programs are offered across the nation, and since its introduction to Florida in 1972, the program has provided thousands of students with unique career-related experiences. Follow-up surveys indicate that graduates of Executive Internship have completed programs of higher education and have become successful professionals who credit the Executive Internship Program as being a defining experience in their lives.

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The Executive Internship Program was introduced in Pinellas County high schools in 1974. Today, the Executive Internship Program is affiliated with EHSIA, Executive High School Internships of America, a national organization of experiential education programs and coordinators. Well over 2,000 students in Pinellas County have participated in the program.

The program represents a unique blending of the business community, the local junior college and the public schools. It is available to eligible high school students during their senior year. The students spend an average of 10 - 15 hours a week working with a professional at decision-making levels in their future career field. They are not paid by their sponsors, but they do receive high school elective credit and college elective credit from St. Petersburg Junior College for their participation. The serious educational nature of the program requires that interns keep daily analytical logs of their activities; participate in weekly seminars; prepare presentations demonstrating what they have learned during the internship; and submit a program evaluation.

Some of the benefits of the program enable the students to: 1) make more informed decisions regarding college course work and potential majors, 2) see the relationship between theoretical classroom knowledge and the practical application of that knowledge, 3)develop a mentor relationship with a professional in their chosen career field, 4) explore a chosen field of interest, and 5) develop peer relationships with adults. The program coordinators carefully pair sponsors and students. Pairing considerations include geographical locations, student interest, sponsor availability, expertise and commitment to the program.

The caliber of students, cooperation and support from the community, St. Petersburg Junior College and Pinellas County Schools are responsible for the success of the program. Eligible students demonstrate high levels of integrity, leadership, motivation, and flexibility; these are supported by a strong grade point average and an excellent school attendance record. Most sponsors have expressed their strong support of the program by their continuous participation and referral of other potential sponsoring organizations. Program sponsors serve as mentors; they monitor interns' progress, and provide resources and opportunities to foster a successful experience. Throughout the internship, sponsors collaborate and assist in goal-setting and achievement and prepare periodic written evaluations of the students and their internship experiences.

Major colleges and universities around the country have recognized and acknowledged the academic merit of a student's internship experience. One university wrote:

> Many scholarships at colleges and universities are based not purely on academic performance but also on outstanding leadership qualities. An internship program can add valuable experience and competence in that field.

In the Executive Internship Program 1987 Follow-Up Survey of Former Students, one student wrote:

> The Admissions Board at Harvard was impressed with the program. From what I gather, the university feels that a professional experience adds a great deal to a high school education. I really feel that this program influenced their decision to accept me.

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Author: Mary_Black@placesmail.pinellas.k12.fl.us (Mary Black) at Internet
Date: 11/17/98 5:46 PM
Priority: Normal
TO: Lorraine Kleinwaks at STW01
Subject: Re: Best Practice

Hi Lorraine, Sorry for the delay; we have been pulled inmany directions lately. Here is the requested info. Hope it is not too long. Please be sure to include my partner's Sandra Irvin and Diane Lops as program contacts. The names and numbers are lsited at the end of this message. Let me know if you need anything else, and what the progress is.
Mary

1. What do STW coordinators need to know about EIP?
-academic elective high school credit; dual-credit; part-time unpaid internships; one or two semesters and/or summer; seniors participate; recruit to juniors who have a minimum 3.0 GPA; application and interviews prior to acceptance
-18-week semester: some schools with 6 week grading periods, some 4X4 block scheduling with 9-week grading periods
-coordinators match student career interests with sponsor capabilities
-2-hour seminars with coordinator- and student-directed activities; on-site student/sponsor visits by coordinator; dual-credit curriculum; wide variety of student evaluations throughout semester; program evaluations by interns, sponsors, parents

2. Demographic data on target population (ethnicity, male/female), including STYLE and FACE.

EIP: 1996-1997 School Year

Race	Percent	Female %	Male %
Asian	2.26%	2.26%	.00%
Black	3.76%	3.76%	.00%
Hispanic	3.76%	3.01%	.75%
Multi-racial	.00%	.00%	.00%
Native American	.00%	.00%	.00%
White	90.23%	66.92%	23.31%

EIP: 1997-1998 School Year

Race	Percent	Female %	Male %
Asian	5.30%	3.89%	1.41%
Black	7.42%	6.71%	.71%
Hispanic	3.53%	2.47%	1.06%
Multi-racial	1.77%	.35%	1.41%
Native America.	.35%	.35%	.00%
White	81.63%	57.95%	23.67%

STYLE: average 1993-1998

Race	Percent	Female %	Male %
African American	97.67%	74.42%	23.26%

Hispanic	0%		
Asian	2.33%	1.16%	1.16%
Other	0%		

FACE - (anticipated from applications)

Race	Percent	Female %	Male %
Asian	100%	70%	30%

3. We do not have specific data relating to academic progress; however, our students' grades typically rank as follows: grade = A, approximately 93% or higher; B, approximately 5% or more; C, remaining %.

Our quantitative data relates to student growth as perceived by students and program ratings from sponsors.

	Fall 1997-1998 Success Rating Scale 1(Low) -4(High)	Spring 1997-1998 Growth/Success %
Strengths Measured		
Intelligence/Reasoning Power	4.1	200
Adaptability	4.1	85.71
Loyalty/Responsibility	5	0.00
Knowledge of Self	4.5	112.5
Perseverance	3.9	225
Self-confidence/courage	3.8	200
Patience w/people	4.4	114.29
Impatience w/limitations	4.4	200
Enthusiasm	3.8	133.33
Communication ability	3.9	64.29

Sponsor Approval Ratings were measured on a 4-point scale with 4 being the highest and 1 being the lowest.

Fall 1997-1998 Sponsor Approval Rating Survey
70% of sponsors rated the program at 3.0 or above
30% rated the program at 3.0 or below

Spring 1997-1998 Sponsor Approval Rating Survey
94.74% of sponsors rated the program at 3.0 or above
5.26% rated the program at 3.0 or below

Other than the above data, our data is primarily qualitative at the high school and middle school levels.

4. What have been the biggest challenges/barriers?
Because our program has been in existence for 24 years, we have smoothed out most of the challenges regarding design. The primary challenges of the program are in the coordination wherein, coordinators must continuously maintain contact with students, sponsors, guidance counselors, assistant principals and parents with reports and updates while fulfilling regular teacher contract expectations and while being assigned to students from 16 high schools. Often the coordinators field up to 20 phone calls each per day while continuing with regular program expectations and unexpected occurrences. Also, by the third six-week period of each semester, coordinators are already interviewing students, preparing curriculum and making sponsor contact and placements for the

next semester.

The critical factors are the complexities and depth of the coordinator position. Because of the complexities involved in coordinating an EIP model, staff should be involved with an experienced coordinator for two to three semesters so as to become fully emersed in the continuous cycles and to experience how semesters do not begin and end with closure as they do in the regular school setting: semesters and school years overlap and each school year is an on-going cycle although students may change from semester to semester and year to year.

A comprehensive EIP model would take at least on full year, or three semesters, to implement so that a full understanding of the continuous cycles involved in program implementation and so that continuous improvements can be made and on-going processes developed.

5. Characteristics of EIP that meet the needs of GT learners?
EIP focuses on upper-level critical thinking skills. Through our curriculum and on-site experiences we encourage and build into our program experiences and curriculum (to name a few): critical thinking, application of concepts, analysis (analytical thinking), synthesis of learning and experience (theory to practice), evaluation, goal setting, time and stress management, human relation and communication skills (interaction in an adult learning environment as well as student-led seminar activities).

6. Summary of program evaluation comments.
Each semester we collect evaluations from all parents, students and sponsors; therefore, we have a quite a collection of evaluations in our files. Following are samples from Fall 1997-1998:
Student: "As I look back on my Executive Internship experience... I would have never guessed I would have consumed so much experience or knowledge in such a short period of time!.. This program has not only challenged my mind, but my person as well. I want to thank you for giving me the opportunity to grow so much and to accomplish more than I had ever dreamed!"

Student: "EIP is a valuable tool in a student's preparation for college and the 'real world' of careers. My internship was interesting, educational, and fun."

Student: "I have grown mentally, spiritually, and emotionally this semester to become an inspired, stronger individual. The Executive Internship Program guided me through one of the greatest learning experiences of my life."

Sponsor: "Programs such as this provide valuable work experience to students. Such experience builds both resumes and character, and it has been a pleasure to have a part in helping a young person grow both professionally and personally."

Sponsor: "With the costs rising for higher education, college-bound students need a clear vision of what their chosen career will be. I can think of no other avenue to help them make this critical decision than the Executive Internship Program."

Parent: "...The instructors and guest speakers were invaluable in preparing [my son] for the professional standards in the business community. Not only were the sessions on resume writing extremely beneficial but I also enjoyed the discussions at home regarding professional work ethics and attitudes."

7. Where else have similar programs been implemented?

Pinellas County, Florida

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Department: Magnet and Fundamental Programs

Program Criteria: elective credit, junior/community college dual-credit, part-time, one or two semesters and/or summer, seniors, unpaid

Recruiting: school-based information assemblies for qualifying juniors

Selecting Students: seniors, application, teacher and guidance counselor recommendations, parent permission, minimum 3.0 grade point average, excellent attendance, transportation, interview

Interviewing Students: individual interviews with coordinator(s) at home school, interviews with sponsor

Placing Students: match student interests with sponsor capabilities

Timeline: 18-week semester, 3 grading periods

Monitoring Students: 2-hour bi-weekly seminars, two site visits per semester with sponsor, one site visit per semester with student, daily student logs, individual conferences

Evaluating Students: sponsor evaluation, seminar activities and participation, project presentations, peer evaluations

Program Evaluation: interns, sponsors, parents

Seminar Structure: 2-1/2 hour bi-weekly afternoon seminars, coordinator-directed activities, student-directed activities.

Integrated Curriculum

How academic curriculum integrates with real-world problem solving

The Executive Internship Program (EIP) is designed specifically to develop real-world problem solving skills. Students attend their internships an average of 12 hours per week and attend bi-weekly seminars which promote personal and professional development as well as problem solving. Each Executive Internship Program assignment is designed to specifically enable students to investigate the professional career interest and to gain a profound knowledge of the broader professional experience.

Section II, Talent Development: Examples of Talent/Skill Building Activities details specific assignments and descriptions as they relate to developing and enhancing real world problem solving skills. The underlying real-world lessons that students experience, however, serve as a catalyst for personal and professional development that reaches far beyond the formal curriculum.

Through the Executive Internship Program, the EIP coordinator serves as proactive leader and facilitator in that the coordinator becomes a coach rather than a lecturer and a knowledge base and resource interface within the collaborative learning environment. The program structure gives students a safe environment in which to discover and practice self-advocacy, self-analysis, assertiveness, and confidence, and a forum from which they gain personal and professional empowerment. Students are encouraged to seek quality in all that they are and in all that they do.

The Executive Internship Program's intent is to develop a cultural view, or a shared purpose and vision, where quality principles and effective learning tools are integrated for continuous personal and professional improvement. The desired internship cultural view is one that fosters team processes and cooperative efforts, and that encourages evaluation as an on-going process. To build a shared vision and cultural view, internship seminars reinforce that students become independent, motivated, and responsible members of society, and through internship experiences, they learn employer expectations which dictate that students must be self-starting and must be able to work purposefully and continuously toward goals which will benefit organizations and society. The coordinators assist students in learning how to set realistic goals for their educational attainments, how to make their efforts more effective and how to view their own work products objectively. Students are required to work cooperatively to plan, implement, study and revise projects, and they gain personal power as they learn to gather and to manage information, to utilize that information to solve real-world problems and to form value judgments, to think critically and creatively, and to communicate effectively.

II. Talent Development

How students are encouraged to develop talent to the point of expertise:

The Executive Internship Program affords students the opportunity to obtain a comprehensive understanding of the internship site and professional area of interest while also gaining a germane knowledge of professionalism and leadership. On-site internship activities vary as much as the professional areas themselves; however, the EIP curriculum is designed to encourage and enhance research skills, communication skills, interpersonal skills, and presentation and public relations skills. The intrinsic value of EIP is reflected in students who are not only more knowledgeable about their career and educational goals and options, but who are more polished professionally and personally and who are more confident and comfortable with themselves as young adults entering the "real world".

Examples of Talent/Skill Building Activities

To enable students to develop their innate talents and to develop skill and expertise in their various career interests, the Executive Internship Program (EIP) provides a broad scope of personal and professional growth opportunities.

Program Orientation - At the beginning of each semester, EIP provides students with a professional consultant who gives timely information about resume writing and interview skills. The consultant also provides guidance as to networking within the professional environment and professional protocol. Also, at the final seminar meeting, the same consultant provides culminating activities and college success tips.

Weekly Summary Logs - The weekly logs are a summary of people met, events and activities experienced at the internship site. Any problems incurred or plans formulated should be discussed. The weekly logs reflect student feelings, thoughts, and reactions as an intern.

- Purpose: The weekly logs allow a one-to-one communication between the coordinators and each student. The logs keep coordinators informed of student activities and allow the coordinators to recognize any potential problems which might develop.

Log Reflection Questions -

- Purpose: The log reflection questions allow students the opportunity for a more specific focus on the internship throughout the given week. The log reflection questions include feelings, thoughts and reactions to the question selected.

Resume and Cover Letter - Students prepare 2 copies of a current resume and cover letter to be submitted to the sponsor at the time of the interview.

- Purpose: To better prepare students for interviews with sponsors and to better prepare them for the application and job-seeking process. For continuing students, the resume and cover letter serve to provide practice in using an inclusive and updated current resume to enhance personal job marketability and as a means of obtaining desired opportunities, guidance, and responsibilities in the workplace.

Goal setting activities - The intern will generate a minimum of three goals at least once during the semester. The project will consist of three phases: (1) intern goal proposal and supervisor approval, (2) progress report by the intern and (3) supervisor's signature upon completion.

- Purpose: Setting goals necessitates collaboration between the intern and the sponsor (supervisor). This activity enables the sponsor to better understand EIP and the intern while affording the intern an opportunity to have input into his/her experiences at the internship site.

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What is an Executive Internship Program?

The Executive High School Internship program (EHSI) originated in New York City, in 1971. Since that beginning, a variety of program models and concepts have been administered and promoted by the Executive High School Internship Association of America (EHSIA), and continue to be nationally recognized. The Executive Internship Program, an EHSIA member, began in Pinellas County, Florida, in 1974.

The Executive Internship Program (EIP) embodies some of the best elements of both traditional and contemporary approaches to education. EIP is a marriage of the theoretical and the practical, combining the best elements of classroom theory with actual experience in the world of professionals; it is academically oriented education based on experience.

Through the Executive Internship Program, students are assisted academically and experientially in developing skills which promote self-directed learning, self awareness, goal setting, creative problem solving, and cross-cultural sensitivity. EIP represents a strong response to the present-day search for expanded educational options.

*"EIP is a valuable tool in a student's preparation for college and the "real world" of careers. My internship was interesting, educational and fun." **

What is the role of an Intern?

The Executive Internship Program enables high school students to gain experience and expertise in particular professions. Selected students spend 10-15 hours per week with their sponsors and undertake activities that provide comprehensive views of organizations that focus on the sponsors' professional roles, responsibilities, and functions. Students become knowledgeable about the organization's long-range company priorities and how decisions are made about those priorities. Students learn to seek insight into the qualities, skills and knowledge that help professionals perform effectively.

The serious educational nature of EIP requires students to fulfill academically-oriented assignments, participate in seminars, demonstrate and reflect upon learning, and participate in self and program evaluations.

What is the role of the Sponsor?

Sponsors provide students an unpaid internship experience which is broadly educational in scope, supportive of the program's goals and purpose, and directed toward providing students with a comprehensive understanding of how the organization functions.

* *Denotes actual student evaluations.*

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*"As I look back on my Executive Internship experience,... I would have never guessed I would have consumed so much experience or knowledge in such a short period of time!... This program has not only challenged my mind, but my person as well. I want to thank you for giving me the opportunity to grow so much and to accomplish more than I had ever dreamed!" **

Student Benefits

Students:

- acquire expertise and experience in a chosen profession through direct exposure to organizational structures, policies, and environments, and learn the value of positive interaction and public relations.
- obtain a realistic view of the professional world and learn to recognize and evaluate the personal characteristics essential to professional success.
- recognize the importance of taking initiative to make an experience worthwhile and seek challenges beyond the workplace and the academic setting in preparation for future success.

Sponsor Benefits

Sponsors:

- are able to share their professional experiences and successes with tomorrow's professionals while showing a commitment to the community.
- become positive influences in interns' lives.
- may identify future talent and may train students as potential employees.

"I have grown mentally, spiritually, and emotionally this semester to become an inspired, stronger individual. The Executive Internship Program guided me through one of the greatest learning experiences of my life."*

Home School /District Benefits

- Positive relationships are developed between the school and the business community.
- The district gains exposure to the community.
- Students become positive representatives of today's youth within the professional setting and return to school as positive role models for other students.
- Because many students in the professional setting are exposed to high-technology, they can demonstrate the skills necessary for success in the work world.
- Students are prepared to become community leaders and positive representatives of the school district.

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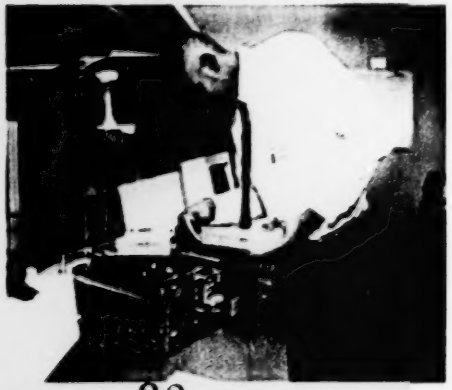

"...The instructors and guest speakers were invaluable in preparing [my son] for the professional standards in the business community. Not only were the sessions on resume writing extremely beneficial but I also enjoyed the discussions at home regarding professional work ethics and attitudes." - Parent

"Programs such as this provide valuable work experience to students. Such experience builds both resumes and character, and it has been a pleasure to have a part in helping a young person grow both professionally and personally." - Sponsor

"With the costs rising for higher education, college-bound students need a clear vision of what their chosen career will be. I can think of no other avenue to help them make this critical decision than the Executive Internship Program." - Sponsor

PINELLAS COUNTY
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PINELLAS COUNTY
SCHOOLS

Pinellas County Schools - an equal opportunity institution for education and employment.

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Pinellas County Schools, Florida
Executive Internship Program

Submission to:

National School-to-Work Office
Gifted Education/School-to-Work Symposium Project

Executive Internship Program Contact Person:
Dr. Mary C. Black, Program Coordinator
(813) 588-6208
(available throughout the summer months)

EXECUTIVE INTERNSHIP PROGRAM
PINELLAS COUNTY SCHOOLS

Dr. Mary C. Black
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(813) 588-6208

Mrs. Diane Lops
Program Coordinator
(813) 588-6442

Mrs. Sandra Irvin
Program Coordinator
(813) 588-6082

Pinellas County Schools Administration Building
301 Fourth Street, S.W.
Largo, FL 33770

FAX: (813) 588-6202

Table of Contents

EIP Coordinator Information Sheet		i
Program Summary		ii
Table of Contents		2
I.	Type of Program	3
	Vision	3
	Goals and Objectives	3
	Pinellas County Schools EIP Information Sheet	6
	Executive Internship Dual Credit Information Sheet	7
II.	Talent Development	8
	Examples of Talent/Skill Building Activities	8
	Powerful Role Mentors Play	12
III.	Partnerships	14
	Distance Learning/Mentoring	14
	Affecting Middle School Achievement	15
IV.	Connecting Activities	16
	Coordinator's Role	16
	Coordinator as Educator/Community Liaison	16
	Program Coordinator Agreement	17
	Coordinator Location Considerations	18
	Making the Connection	19
	Assessing Program Success	20
	Informal - Formative Evaluations	20
	Formal - Summative Evaluations	20
V.	Integrated Curriculum	21
VI.	Classroom Supports	24
	How Classroom Supports High Performance	24
	Use of Technology for Teaching and Professional Development	24
	Innovations to Address Diverse Learning Styles and Needs	25
VII.	Parent Involvement	26
	How Parents are Involved in the Program	26
	Parent/Guardian Agreement	27
VIII.	Innovative Approaches	28
	Innovative Time Structure to Meet Graduation Requirements	28
	Scheduling Structures	28
	Innovative Ways Graduation Standards are Changed	29

IX.	Career and Academic Planning	30
X.	Supporting Materials	31
	Additional Supporting Materials	31
	Additional Program Features	32
XI.	Student Assessment	33
	Approaches to College Admissions Process	34

I. Type of Program, Vision, Goals

Program Type:

Pinellas County School's Executive Internship Program is a district-wide program designed for student field-based education. The program enables college-bound high school seniors to participate in field-based professional internship experiences. The program's philosophy lies in the domain of experiential education, and the program provides the opportunity for academically talented/gifted and motivated high school juniors and seniors to reach beyond the formal education of the classroom and to experience a unique integration of theory and practical application within the professional setting. For the portion of the school day in the internship program, students receive high school academic elective credit, junior college professional development dual-credit, post-secondary survival skills, and moreover, hands-on experience in the professional work setting.

Pinellas County Schools Vision

The Pinellas County School district unites with families and the community using continual quality improvement to provide a foundation for life that enables and challenges all students in a global and multicultural society.

The vision is attainable within a culture that values integrity, trust, honesty and learning.

Program Goals and Objectives

It is the objective of the Executive Internship Program to introduce academically gifted and talented promoted juniors to the professional environment by immersing them in a highly structured and monitored setting where action learning and theoretical classroom knowledge are related through the practical application of that knowledge. The Executive Internship Program maintains that students will gain experience and expertise in a particular profession, that students will become adequate in making realistic career choices, and that students will grow intellectually and personally through their internship experience.

It is the goal of the internship coordinator to stimulate in students the desire to become personally and professionally competent individuals. Through highly structured and closely monitored internships and seminars, the coordinators allow students a forum by

which to exhibit the maturity and decisiveness developed, and to exhibit the ability to make informed and realistic decisions regarding future educational and professional expectations and goals.

Organizational Objectives - Students will develop an in-depth understanding of the basic elements of professional organizations and the management and administrative structures therein.

Through the internship experience, students will be required to analyze an organization and develop an understanding of the day-to-day operations and the roles played by employees within the organization. With this close examination, students will delineate the responsibilities of various key employees and their reporting lines of authority and recognize and utilize the resources available through the employees and within the organization. Through the analysis of the organization, the student will learn to apply knowledge and theory in a meaningful manner. Students will also learn to make sound decisions based on research and analysis and will learn to consider the ramifications of their decisions in practice.

The students will develop an understanding of the basic elements of executive performance through their internship experience. As an integral member of an organizational team, the student will develop an in-depth understanding of the scope of the executive position and the skills necessary to perform effectively in the executive-manager role. Through this immersion into the professional experience, the student will develop initiative and leadership skills.

Functional Objectives - The student will demonstrate the ability to function effectively within the professional environment and this will be accomplished through the development of interpersonal skills and basic acceptable work habits.

Students in the internship program will develop and exhibit personal growth as shown through appropriate dress and grooming for the professional position and by demonstrating maturity and independence within the work setting. Through experience within the professional environment, the student will demonstrate increased self-direction in educational and professional goals. By continually building self-confidence, the student will develop and experience peer relationships with adults. As the student attends the internship on a regular basis, increased maturity and confidence in oral and written communication skills will be exhibited.

Through proper guidance and personal motivation, the student will become motivated to creatively generate solutions to situations and problems and will demonstrate flexibility in reacting to new and unanticipated situations. The student will demonstrate a positive

attitude and a willingness to undertake tasks and will demonstrate accuracy in following and conveying information. While operating within the organization, the student will learn to relate sensitively to a variety of people and will respect the confidentiality of situations and others present in the work environment.

II. Talent Development

How students are encouraged to develop talent to the point of expertise:

The Executive Internship Program affords students the opportunity to obtain a comprehensive understanding of the internship site and professional area of interest while also gaining a germane knowledge of professionalism and leadership. On-site internship activities vary as much as the professional areas themselves; however, the EIP curriculum is designed to encourage and enhance research skills, communication skills, interpersonal skills, and presentation and public relations skills. The intrinsic value of EIP is reflected in students who are not only more knowledgeable about their career and educational goals and options, but who are more polished professionally and personally and who are more confident and comfortable with themselves as young adults entering the "real world".

Examples of Talent/Skill Building Activities

To enable students to develop their innate talents and to develop skill and expertise in their various career interests, the Executive Internship Program (EIP) provides a broad scope of personal and professional growth opportunities.

Program Orientation - At the beginning of each semester, EIP provides students with a professional consultant who gives timely information about resume writing and interview skills. The consultant also provides guidance as to networking within the professional environment and professional protocol. Also, at the final seminar meeting, the same consultant provides culminating activities and college success tips.

Weekly Summary Logs - The weekly logs are a summary of people met, events and activities experienced at the internship site. Any problems incurred or plans formulated should be discussed. The weekly logs reflect student feelings, thoughts, and reactions as an intern.

- Purpose: The weekly logs allow a one-to-one communication between the coordinators and each student. The logs keep coordinators informed of student activities and allow the coordinators to recognize any potential problems which might develop.

Log Reflection Questions -

- Purpose: The log reflection questions allow students the opportunity for a more specific focus on the internship throughout the given week. The log reflection questions include feelings, thoughts and reactions to the question selected.

Resume and Cover Letter - Students prepare 2 copies of a current resume and cover letter to be submitted to the sponsor at the time of the interview.

- Purpose: To better prepare students for interviews with sponsors and to better prepare them for the application and job-seeking process. For continuing students, the resume and cover letter serve to provide practice in using an inclusive and updated current resume to enhance personal job marketability and as a means of obtaining desired opportunities, guidance, and responsibilities in the workplace.

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Powerful role mentors play in shaping outstanding performance, creativity and leadership potential

Executive Internship Program Sponsors/Mentors share a close relationship with EIP students and become advocates who promote student personal and professional growth. The entire internship experience is designed to promote higher-level thinking skills, to generate creativity and a profound understanding of professionalism and the professional field of interest and to build leadership qualities and potential. The EIP experience is complemented by the Executive Internship Program seminars which reinforce leadership development and creativity and applying those qualities in real-world professional settings. Excellence and outstanding performance while at the internship and seminars are a program expectation.

The sponsor must agree to fulfill the program obligations so as to enable the students to experience a quality internship . The sponsor shall commit to the program within the following guidelines:

- **Breadth:** Provide an internship experience, without pay, which is broadly educational in scope, supportive of the goals and purpose of the program, and directed toward providing the student with a comprehensive understanding of how the organization functions. (Executive Internship Program students do not serve in a clerical capacity as their purpose is to learn specifically about the profession.)

- **Organizational Overview:** Brief the student about the organization, and when possible, give examples of and allow students to share in the decision-making processes where appropriate.

- **Activities:** Provide the student with opportunities to accompany the sponsor to staff meetings and conferences, and allow the intern to undertake certain special assignments with necessary supervision which will enhance the intern's learning experience without violating the Fair Labor Standard's Act.

- **Business Procedures:** Advise the student on the appropriate behavior when attending staff meetings and when relating to other staff members and/or clients and others who may have a relationship with the organization. Provide information on hours, office procedures, and appropriate dress for the staff of the organization.

- **Staff Briefing:** Brief key staff members at the beginning of the internship about the purposes of the program, roles and functions of the intern in the organization and solicit their cooperation in providing support and supervision for the intern.

- **Intern Conference:** Designate a regular weekly meeting time with the intern in order to review the student's progress, share observations, answer questions, assess overall performance, suggest areas of improvement, and provide general support and encouragement.

- **Coordinator Communications:** Meet with the coordinators periodically; keep the coordinators apprised of any problems in the relationship; outline steps necessary for improvement, and follow up to assess progress of the student.

- **Backup:** Designate a staff member to provide supervision and assistance when the sponsor is unavailable.

- **Evaluation:** Make time two times each semester to evaluate student performance and personal and professional growth at the internship site. Make time available at the beginning, middle and end of the term to participate in the evaluation of the program's overall effectiveness.

- **Wages and Hours:** Adhere to the regulations of the Fair Labor Standard's Act.

III: Partnerships

Partnerships

The Executive Internship Program (EIP) provides immersion into professional fields of interest for entire semesters. EIP students participate in a great variety of professional fields, any of which requires a college degree. Placements include large and small businesses and corporations, industrial areas, universities working directly with professors in a field of interest, medical and research settings, the legal profession observing and providing research, law enforcement, state and local government and legislative settings, fine arts and historical museums, and archaeologists, to name a few areas of partnership. Intricately involved in each internship experience is a focus on career and life planning and developing leadership qualities and skills.

EIP students who excel in math and science participate in fields including but not limited to: engineering, computer science, architecture, veterinary science, medicine, dentistry, and marine biology. Since EIP students must be motivated individuals, it is not uncommon for students to excel at their internships and obtain co-op opportunities, scholarships, and later, paid positions within these organizations and within other fields.

EIP students also participate in internships that include the visual arts. Whether in marketing or advertising firms, multimedia or television productions, or expressing themselves with local artists or at fine arts museums, students are provided an in-depth examination of each profession and the skills necessary to sustain and to be successful within the given area.

Distance Learning /Mentoring

Pinellas County, Florida, is a highly populated urban area, and therefore, mentoring in rural areas is not conducive to the area. However, so as to make EIP students more globally aware in their perspectives, EIP students have been required to participate in telecommunications projects which have reached into rural areas and provided mentoring to middle school students who were seeking information about the career fields EIP students are experiencing. (Further description of the KeyPals Program follows in Section VI).

Affecting Middle School Achievement

Since the Executive Internship Program only enrolls high school seniors, the EIP coordinators have met with middle school guidance counselors, gifted education teachers and the Junior National Honors Society members to explain EIP and to encourage an awareness of the opportunities that lie ahead in high school. Providing such awareness often will motivate students to continue to excel throughout their high school years so as to maintain eligibility for EIP participation the summer before and during their senior year. Also, by providing information at the middle school level, students may make more educated decisions as they schedule their classes throughout middle school and high school to leave room for the elective class periods required for EIP which empowers middle school students with a sense of independence and control over their futures.

The Executive Internship Program also reaches into the middle school setting by placing students interested in a variety of related educational fields (guidance counseling, teaching, administration) in the middle school setting. Interns have direct contact with middle school students through the guidance department, administrative offices and the classroom. Interns serve as support systems and as positive role models for middle school students.

- Problems: Communicate with the intern, sponsor, high school principal, and parent or guardian about any problems in the intern's performance. Provide guidance and suggest steps to be taken by the intern to increase the student's performance level. Try to improve the intern's experience by meeting with the sponsor to review the goals of the program. Under certain conditions, move the student to a new internship site. And when no other solution is possible, return the student to full-time enrollment at his/her home school.

- Seminars: Provide well-organized and relevant speakers and activities for interns at the seminars. The seminars will be designed to tie together the various career fields the students are working in and to provide information on college acceptance, communications skills, and professional behavior which will prepare the interns for the transition from high school to the business world.

- College and Jobs: In conjunction with the high school guidance staff, offer assistance to the intern in seeking college admissions, scholarships and loans.

- Attendance and grades: Keep accurate records and files indicating student's attendance and progress at the internship sites as well as at the seminars.

- Insurance: If possible in your area school district, provide accident insurance coverage for all students in the program. For the purposes of the internship, students are considered "on school time and on school property" during all internship activities. It is also beneficial to supply a professional liability coverage for students in the medically-related fields.

- Alumni: Coordinators will periodically communicate with the program's alumni for feedback as to the impact of the program.

Coordinator Location Considerations

The Executive Internship Program finds it essential that the coordinators be housed centrally at the Pinellas School District Administration Building. The nature of the program involves conducting seminars and visiting businesses and schools frequently, and a centralized location allows the coordinators flexibility and accessibility with minimal travel time. Also, since the program coordination requires a great deal of phone contact, a centralized location enables the coordinator the phone access required for maintaining adequate communication and efficient operations. Also, Pinellas County's coordinators are partners at the centralized location rather than operating as individual programs at individual schools. Separating programs by schools causes confusion from

competition for placements within the business community, and this soon deteriorates the program's effectiveness. Operating the Executive Internship Program from a central location rather than in individual schools, the coordinators are readily available to sponsors, schools, and students, and student placement will be a much more professional and efficient process.

Making the Connection

Various factors lead the coordinators to determine which sponsors from the community are candidates for participation in the Executive Internship Program. Since EIP has been implemented for almost 25 years, sponsors are selected based upon their history of sponsorship in the program and upon particular career areas that need to be filled. When new sponsors for particular career areas are needed, coordinators look to current sponsors for suggestions and if necessary, coordinators call various businesses in the community, introduce the program, and follow with an orientation packet and interview so that the sponsor understands the agreement and commitment necessary for participation.

When considering a prospective sponsor for EIP participation, the coordinators take great care to discern whether the sponsor has the ability within the professional structure to commit the appropriate time to the intern and whether the sponsor will take the initiative in producing sound educational experiences for the interns. Sponsors must commit to teaching the student interns about their career fields, and they must be willing to integrate workplace activities with student interests to generate meaningful and productive outcomes.

When preparing to place students, many factors must be considered. The Executive Internship Program Coordinators match students with sponsor placements. As match-makers, the coordinators have direct control over the placement of all students. In large areas such as Pinellas County, matching students with sponsors allows the students to be placed close to their homes or schools, and matching students with sponsors allows for closer matching of personalities between students and sponsors.

When matching students to placements, the coordinator first interviews the sponsor, and then supplies the sponsor with student background information. If the coordinator and the sponsor feel that the student interests match the employer capabilities, and if the sponsor is agreeable, then the coordinator gives the student the appropriate information about the placement, the student contacts the sponsor and a placement interview takes place between the sponsor and the student. The coordinator does not participate in the placement interview, as that is the student's opportunity to experience a professional interview within a safe and program controlled context.

Assessing Program Success

The Executive Internship Program coordinators regularly evaluate the internship program at the conclusion of each semester. This guides the coordinators in understanding the program areas that are working well, the areas that need modification and the areas that should be changed, added or dropped from the framework.

Informal - Formative Evaluations

The most effective means of on-going evaluation is in maintaining informal phone or personal communication with school personnel, students, and sponsors. Through casual conversation, the coordinators grasp opinions about procedures and policies and re-evaluate the focus of the program, its implementation, and strategies for future semesters. Students are always a direct means of evaluation as to the internship sites and to the seminar procedures. Having students gather in small groups for discussion with the coordinator and individually for one-to-one meetings with the coordinator proves a useful means of informal evaluation. The EIP coordinators also use the information in students' reflective logs as an on-going and constructive means of evaluation.

Formal - Summative Evaluations

The formal, or summative, evaluation is administered at the end of each semester. The coordinators distribute evaluation forms and specific evaluation procedures to students, sponsors, and to parents and directly involved school personnel. The summative evaluation is the request of an individual assessment of EIP. Input at the close of each semester is imperative as the input becomes a sound basis for positive change.

V: Integrated Curriculum

How academic curriculum integrates with real-world problem solving

The Executive Internship Program (EIP) is designed specifically to develop real-world problem solving skills. Students attend their internships an average of 12 hours per week and attend bi-weekly seminars which promote personal and professional development as well as problem solving. Each Executive Internship Program assignment is designed to specifically enable students to investigate the professional career interest and to gain a profound knowledge of the broader professional experience.

Section II, Talent Development: Examples of Talent/Skill Building Activities, pp. 8-11, details specific assignments and descriptions as they relate to developing and enhancing real world problem solving skills. The underlying real-world lessons that students experience, however, serve as a catalyst for personal and professional development that reaches far beyond the formal curriculum.

Through the Executive Internship Program, the EIP coordinator serves as proactive leader and facilitator in that the coordinator becomes a coach rather than a lecturer and a knowledge base and resource interface within the collaborative learning environment. The program structure gives students a safe environment in which to discover and practice self-advocacy, self-analysis, assertiveness, and confidence, and a forum from which they gain personal and professional empowerment. Students are encouraged to seek quality in all that they are and in all that they do.

The Executive Internship Program's intent is to develop a cultural view, or a shared purpose and vision, where quality principles and effective learning tools are integrated for continuous personal and professional improvement. The desired internship cultural view is one that fosters team processes and cooperative efforts, and that encourages evaluation as an on-going process. To build a shared vision and cultural view, internship seminars reinforce that students become independent, motivated, and responsible members of society, and through internship experiences, they learn employer expectations which dictate that students must be self-starting and must be able to work purposefully and continuously toward goals which will benefit organizations and society. The coordinators assist students in learning how to set realistic goals for their educational attainments, how to make their efforts more effective and how to view their own work products objectively. Students are required to work cooperatively to plan, implement, study and revise projects, and they gain personal power as they learn to gather and to manage information, to utilize that information to solve real-world problems and to form value judgments, to think critically and creatively, and to communicate effectively.

Utilizing technology for seminar assignments, students become empowered with the unique learning tools which are keys to lifelong employment opportunities and to future success.

Important to building a shared purpose and vision is a strong sense of trust. The EIP coordinators emphasize and build classroom rapport so that students learn to trust one another with personal successes and temporary failures that occur throughout continuous improvement processes. The coordinator's purpose is to assist students in optimizing personal potential, but it is the on-going process which leads students to this end, and this can only be accomplished in a trusting and safe environment. Once students understand that self-improvement, self-management and process analysis are integral to classroom practices, the coordinators can more effectively introduce concepts and technologies for communication, for data sharing, and for promoting collaboration, progress, and skill development.

During seminars the coordinators provide students with activities that guide in information retrieval skills and in assimilating and applying information. The coordinators' focus is to enable students to work independently and responsibly and to share information in a cooperative effort toward a common goal or outcome. Students learn that through cooperative efforts they are able to cyclically plan, do, study and act (based upon W. Edwards Deming's TQM principles) until they are comfortable with the culminating presentation experience which serves as a final example of presenting ideas articulately to groups (the class) and in one-on-one (to sponsors) settings.

The Executive Internship Program assigned activities provide a broad overview of professional settings and the options within the settings. Students complete assignments over the entire semester, while progress checks and planning decisions are discussed at the seminars and integrated with other personal and professional development activities. This enables the coordinators to guide students with time management skills, to facilitate in long-term projects, and to assist in developing a social structure that inherently fosters technological and interpersonal skills and the application to real life situations. When students strive for a common goal, purpose or vision they begin to form a social culture and to understand the political underpinnings of real world professional experiences. This becomes a shared recognition of each other's willingness to work together and a fundamental belief in improving upon the processes that determine outcomes. The EIP classroom environment is designed to constantly promote team processes, on-going evaluation and successful outcomes, and students benefit by developing lifelong skills for adapting to dynamic and ever-changing environments.

Engaging students in environments that require flexible responses as well as systematic design teaches the value of internalizing change processes as positive experiences and

IV: Connecting Activities

The Coordinators Role

Pinellas County School's Executive Internship Program coordinators coordinate and monitor internship placements and instruct the selected students from the sixteen district high schools. Being program coordinator is a complex task as there are many aspects to the program coordination and implementation. The coordinator's role is greatly varied, but the ultimate goal is to expose students to the realities, responsibilities, and dynamics of the professional environment, thereby allowing students to make educated decisions when selecting career and higher educational paths. Because of the nature of the job as a program coordinator and as an educator, the position allows the freedom to travel throughout the district and to work closely with the business and the school communities, while still having student contact both in and out of the classroom. The coordinator's responsibilities include recruiting students and professional sponsors into the program, placing students in professional internship settings, monitoring students and sponsors at the internship setting, and building strong working relationships with the guidance and administrative contacts within the schools. Coordinators also instruct students in professional development curriculum and grade student coursework. Coordinators provide a connection to the school, the internship site, and to the academic futures of students.

The Coordinator as Educator/Community Liaison

As a classroom teacher, the coordinator must have a clear understanding of career education and experiential education, and the coordinator must keep abreast of the growth and expansion within the professional educational fields through continuing education. The coordinator is responsible for planning curriculum, contacting speakers, organizing activities, conducting seminars, grading assignments and reading daily logs, and maintaining student time/attendance records.

As a program coordinator, the responsibilities become that of liaison and educator. The coordinator makes regular visits to sponsors and students at internship sites, to prospective sponsors, and to schools. The coordinator is always seeking new placement sites for students, and therefore, must be prepared and available to visit new sponsors and to speak at meetings. Also, when necessary, the coordinators are called upon to intercede at placements and to assist sponsors with mentorship and/or student activity issues so as to ensure that students are obtaining a comprehensive knowledge of the career field and profession. Although the coordinators are not housed at home schools, the coordinators

must constantly promote positive relationships between the business community and the school community. It is also necessary for the coordinator to promote the program at each of the schools by recruiting students for subsequent semesters and years, and by attending school career and curriculum fairs.

Program Coordinator Agreement

Pinellas County School's Executive Internship Program Coordinators are guided by the agreement as set forth by the Executive High School Internship Association.

Coordinators will conduct the program professionally and will maintain communication within the school district and with the sponsoring organizations. Coordinators agree to fulfill the following program responsibilities:

- Recruitment: Recruit and screen qualified students and orient new students to the program's purpose and goals. Recruit new sponsors so as to develop placements within businesses, and maintain contact with prior sponsors for continued interest in the program.

- Goals: Coordinate, plan, direct and monitor the internship experience to assure that the student achieves the program's goals.

- Policies: Inform at the beginning of the term the intern, sponsor, parent or guardian, principal and school liaison about the purposes and policies of the program.

- Academic credit: Monitor the implementation of the academic credit policy through discussions with the intern, high school principal, and the appropriate faculty and staff.

- Site visits: Visit each intern for an individual meeting at the internship site and visit each sponsor for a meeting regarding the progress of the intern and the success of the internship experience.

- Intern Review: Monitor and read the intern's seminar assignments to (1) review the student's knowledge and skills being acquired in the program; (2) identify any potential problems which may be developing and to help the intern develop new approaches to handling these situations; (3) monitor the intern's progress toward meeting program goals.

teaches that modification and revision are integral to learning and developmental processes. EIP students learn that they must think through their own abilities, experiences and expectations and establish themselves as eager learners in a professional atmosphere to continually grow in the professional environment. Also, requiring technology to be used as a classroom tool inherently promotes improvement as students recognize that technology is fluid, or constantly changing, but that fluidity is integral to continued improvement. This enables students to foresee that tomorrow's technologies and organizational structures may be completely different than today's, but they also learn that through adaptability and the ability to internalize the changes taking place, personal and professional empowerment occur. Then, as occurs each semester, EIP has successfully enabled students to internalize real-world problem solving skills.

VI. Classroom Supports

How the Classroom Supports High Performance

Teacher Planning Time

The EIP coordinators are partners and maintain very close contact with one another. Since the coordinators are centrally located, at the Administration Building, they work in the same office, plan together, team teach, accommodate expanding responsibilities and work as a very close synergistic unit to accomplish all that the program entails. Seminars have been held as a county wide group as well as at the individual St. Petersburg Junior College campuses, and the 1998-1999 school year will combine group and separate seminars each semester.

Instructional Practices

See Section V., Integrated Curriculum, pp. 21-23.

Use of Technology for Teaching and Professional Development

Professional Development

The EIP Coordinators are constantly polishing their technology skills and utilizing technology as an efficient and effective means of communication between schools, parents, students, sponsors, and each other. Technology is an integral tool in program development and on-going quality revisions. The Executive Internship Program Web Site, which the coordinators will maintain, will be on-line in early June and will serve as an effective and convenient informational tool.

Instructional

See Section V., Integrated Curriculum, pp. 21-23.

All student assignments are to be typed or completed on a word processor, which is the desired method. Students are encouraged to send assignments and communications via facsimile to program coordinators when circumstances necessitate expediency.

KeyPals - Periodically, EIP students engage in a KeyPal project which is designed to enable them to share their learning experience with others. The project consists of students forming a relationship with a middle school student in another state who shares the same career interests as the intern. The coordinator arranges for the cross-country interaction, students video tape their greetings, send pictures, and communicate via telecommunications throughout the semester. The experience has proven highly

successful and meaningful to EIP students as well as to the middle school students withwhom they have formed relationships. Some of the relationships have continued after graduation.

Innovations to address diverse learning styles and needs

The Executive Internship Program structure inherently addresses various learning modalities as the coordinators take into consideration diverse learning styles from the time the program is marketed to a diverse population within program guidelines through to the placement process and the classroom and professional experience. Students are counseled and guided in groups and individually. The coordinators take the team teaching approach to ensure that all concepts and aspects of course content are delivered and received in a variety of formats. The seminars consist of lecture, written brainstorming, group interaction, cooperative learning circles, and verbal and written feedback from both the coordinators and students. For more specific details, see Section V, Integrated Curriculum, pp. 21-23.

VII: Parent Involvement

How Parents are Involved in the Program

The Executive Internship Program coordinators realize that parental involvement in the program fosters student understanding and commitment to the experience. Therefore, the program coordinators make every effort to maintain on-going communication with parents in the following manner:

- Each spring, the coordinators hold evening information meetings throughout the Pinellas County School district for parents of students who have been invited to participate in EIP. The meetings are held at a south county, mid-county and north county high school, and invitational letters are mailed to the parents of high school juniors who have met the cumulative grade point average requirement for EIP. During the information meetings, the coordinators give information about the program structure, curriculum, and the sponsor and placement processes. Current Executive Internship Program interns are present to detail their internship experiences and to highlight the importance of the on-site and academic experience they are gaining from EIP participation.

- Once students are accepted into the Executive Internship Program, and at the beginning of the semester in which the student is participating, a parent information packet is sent to each intern's parent. The parent packet includes a Pinellas County Schools school calendar, a student assignment schedule, an Executive Internship Program FYI sheet, and the EIP and Dual Credit information sheets and program brochures.

- The Program Coordinators encourage parents to call when there are any questions or concerns, and the coordinators maintain as close contact as is requested by the parent; however, in most instances it is made clear that the desired method of problem solving is with students so that students must take greater responsibility for their experiences.

- Parents evaluate the program at the end of each semester to provide input into processes, etc.

Parent/Guardian Agreement

The parent/guardian of the intern must agree to work closely with the program coordinator so as to ensure a successful placement and experience for the intern. A parent/guardian generally will act in the role of support and guidance for the student intern. The parent/guardian agrees to the following:

- Work Habits: Reinforce with the student the need for good attendance, proper dress, and the development of good work habits.
- Support: Provide encouragement and reinforcement to the student who is in a new educational experience.
- Communications: Maintain contact with the coordinators about any program-related problems or for discussion of student performance or progress.
- Evaluation: Provide a letter evaluating the program for the student at the end of the semester.

VIII: Innovative Approaches

Innovative ways time is structured to enable students to participate in high-level learning experiences, while still meeting State graduation requirements

The Executive Internship Program is designed to enable students a great deal of flexibility so that they may participate in the high-level learning experiences offered. Pinellas County School District has 16 high schools, 12 of which are on a traditional schedule and 4 of which have implemented 4X4 block scheduling.

Each semester, students earn one half credit of high school elective credit per period enrolled and 3 semester hours of college dual credit for each semester. Students may participate in EIP for a total of 3 full credits (6 courses/class periods) throughout their senior year and may earn a total of 9 dual credit elective hours (3 per semester).

Traditional scheduling
Students traditionally participate in the Executive Internship Program for 2 periods (10 hours per week) or 3 periods (15 hours per week); however, the program also accommodates students for 1 period (8 hours per week) or for 4 periods (20 hours per week) or 5 periods (25 hours per week). There are three grading periods (6 weeks each) throughout an 18-week semester.

Block Scheduling
Students must commit to a full semester of 18 weeks in EIP, although they are able to enroll in traditional classes for 9-week periods within that time frame. EIP students may enroll for 1, 2, or 3 blocks per 9-week period, with only one class period over the 18-week period scheduled as the dual credit course (students may earn only 3 EIP dual credit hours within an 18-week period).

Summer Program
Students must enroll for 2 sessions of summer school unless they are participating in another summer school course which would leave only 1 session for EIP enrollment. The EIP dual credit course is only offered during the second session of summer school; therefore, one session students must register in the second session to earn dual credit. If students enroll in the first summer session only, they may be placed at an internship but will only receive high school credit for participation.

Flexible Scheduling

The typical model for students is to enroll in the last periods of the school day so that they may leave the school campus and attend the internship for their required number of hours and so that students are able to attend the internship seminars which are held in the afternoon hours.

At times, however, it is necessary to work on an individual basis and to find more flexible means of scheduling. For example, if a student is only able to enroll for periods 1 and 6, then the student may arrive to school for period 2, leave after period 5, and complete the required hours at that time on their own after school time. In some instances, such as in medical settings, students participate for periods 1 and 2 and complete their required internship hours daily before arriving at school for period 3. A variety of other schedule modifications have been implemented as is necessitated. Students who have modified scheduling must complete the dual credit curriculum individually working closely with the program coordinator.

Innovative ways graduation standards are being changed to reflect work-based learning and assessment

The State of Florida has many School-To-Work initiatives and experiential education opportunities which typically are of a vocational nature. The Executive Internship Program is an academic experiential education program specifically for gifted and academically talented individuals.

IX: Career and Academic Planning

Enriched, interdisciplinary career and academic career planning

The entire focus of the Executive Internship Program is enriched, interdisciplinary career and academic planning. It is not only part of the Executive Internship Program to reach into the community, into the home, and into the public and post-secondary school systems to provide meaningful educational experiences, but it is an expectation that all facets of students' lives become a basis for their academic, personal, and professional advancement.

More specifics detailing these approaches are highlighted throughout the preceding pages of this document.

X: Supporting Materials

Supporting Documents, such as anecdotal or quantitative evidence about program effectiveness

So as to document program effectiveness, the Executive Internship Program requires each semester that evaluations be completed by students, and requests that evaluations be completed by sponsors and parents. The program always receives at least 90% of the evaluations requested from sponsors and parents. Included in this packet is the Executive Internship Program Brochure which includes a typical sample of quotes from students, parents and sponsors from the fall 1997-1998 semester. The program maintains evaluation files and would happily submit further examples upon request.

The Executive Internship Program's success is continuously related to the coordinators by students, parents and community sponsors. A ten-year study is in process where quantitative data will later be available as support.

Many of EIP's current sponsors have been obtained through other sponsor recommendations. Moreover, many of our current sponsors are previous Executive Internship Program interns who have completed college and who wish to maintain their involvement with EIP as professional sponsors.

Additional Supporting Program Materials

Since the Executive Internship Program is a well-established, long-running program, there are a number of supporting materials which could not be included in this packet. If a sampling is requested, we will gladly provide it.

Program Public Relations Materials
Executive Internship Program Brochure
Various newspaper articles about EIP from the St. Petersburg Times
EIP Web Site - www.pinellas.k12.fl.us/eip (will be on-line in early June)

Sponsor Materials
Sponsor/Mentor folders - what makes an effective mentor
Prospective Sponsor folders - informational
Sponsor Folders - for those participating
Sponsor semester packet - calendars, additional semester information
Insurance Coverage through the Executive High School Internship Association

Parent Materials
Recruitment Meeting/Student Invitation Letter - FYI sheets, Fact sheets
Parent Packet - calendars, additional semester information
Program Evaluation Form

Student Participation Materials
Semester Syllabus
Program/Assignment handbook
Interview/Resume writing handbook

School Information Materials
Brochures
Applications
Registration materials
Plethora of informational and other materials

Additional Program Features

STYLE
The Executive Internship Program affiliates with the St. Petersburg Chamber of Commerce to offer academically talented minority students high school and college credit through Pinellas County Schools while involved in the Summer Time Youth Leadership Employment (STYLE) Program. Students are employed in the community, have professional development workshops (provided by the SP Chamber) and meet with the EIP coordinators for a well-rounded professional development summer program.

FACE
The Executive Internship Program is forming a partnership with Asian Family and Community Empowerment (FACE) in a similar capacity as with STYLE.

SPJC
The Executive Internship Program offers professional development and informational workshops to St. Petersburg Junior College's Career Opportunities Summer Program.

XI: Student Assessment

Explain how student work-based products, such as research projects, portfolios, and presentations are graded

Grades for the Executive Internship Program's Dual Credit course are averaged based on written assignments and seminar participation. Grades for Executive Internship Program high school elective courses are averaged based on sponsor Performance Evaluations, summary and reflective logs, attendance at internship and final presentations.

School attendance policies require careful documentation of student attendance at seminars and internship sites. It is the responsibility of the student to accurately document attendance (hours) and non-attendance during scheduled hours.
The scale shall be:

A	94% or more of the required hours	D	70% or more of the required hours
B	85% or more of the required hours	F	Less than 70% of the required hours in a grading period
C	77% or more of the required hours		

Internship-based products:

Hours - (time sheets signed by sponsors)	Sponsor Program Evaluations
Performance Evaluations	Performance Evaluations

Research and Assigned Projects:
Coordinators comprehensively grade (content, structure, adherence to established criteria) all assigned work. Students are fully informed as to expectations and criteria.

Portfolios:
Assignments are graded individually and added to student portfolios. Students are expected to build professional portfolios throughout their participation; however, coordinators do not grade these products. These portfolios are viewed as personal and professional activities that students will complete when they realize the importance and relevance to their futures. Students are, however, required to maintain a three-ring notebook for the course and they are responsible for maintaining their own assignment records.

Presentations:
All student final culminating presentations, leadership project presentations and seminar communications are graded according to specific criteria set forth on the presentation grade sheet which is given to students in their semester introductory packet. The written portions are graded comprehensively as noted above.

Describe what approaches are being used to support authentic student work products when confronting the college admissions process

The Executive Internship Program designs assignments to provide an in-depth self-analysis and self-portrait that enables students to confront the college placement process and realize successful results. EIP brings in lecturers from the professional community and from post-secondary institutions in the area to speak with students about admissions, scholarship and financial aid processes. Students are given opportunities to ask questions and are also provided on-on-one communication and document review with these individuals. Also, it is the coordinators role and responsibility (page 17) to guide students with college preparation and placement issues.